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ABSTRACT

This book addresses the need for higher education to create a community of critical thinkers. It suggests that contemporary curricular reform is already producing citizens of the world as it advocates diversity and multicultural education. The central argument is a defense of the "new education," and is rooted in the ideal of the citizen who examines tradition critically and who respects the ability to reason. Drawing on Socrates and the Stoics, three core values of liberal education are defined--critical self-examination, the ideal of the world citizen, and the development of the narrative imagination. The actualization of these values is examined in several different higher education settings, including research universities, small independent colleges, and religious institutions, and in particular courses. The importance of emerging areas of study, such as gender, minority, non-Western religions and culture, and gay studies, is described in the context of their fundamental contributions to critical reasoning. The campuses studied include: Brigham Young University (Utah), California State Polytechnic University (Pomona), Notre Dame (Indiana), Bentley College (Massachusetts), Brown University (Rhode Island), University of Chicago (Illinois), University of Nevada at Reno, Stanford University (California), and Harvard University (Massachusetts). (JLS)

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